

**Equipment:** Equipment will be provided for work in the lab. This equipment is to be used exclusively in the lab. NO EQUIPMENT MAY BE TAKEN FROM THE LAB WITHOUT WRITTEN PERMISSION OF THE INSTRUCTOR.

**Laboratory Safety:** As with any lab safety is an issue. This lab is not subject to many hazards but accidents result whenever people become careless. Common sense and care are mandatory in any laboratory.

#### **Safety Specifics:**

Circuits may become very hot! The most common hazard in this lab is from circuits that over-heat when improperly connected. Wiring elements in a circuit invariably involves mistakes. You may fry some components. Components can burn and smoke. LEDs can pop. Components may become hot enough to burn your finger. Be aware of this and look for signs that components may be overheating. Often, the first warning is that you smell it. UNPLUG YOUR POWER SUPPLY if you think a circuit is overheating.

No bare feet in the lab. Occasionally integrated circuits are dropped on the floor, and they nearly always land with the pins pointing up. If you should step on one in bare feet, you will regret it. Soldering Irons Melt Solder and Skin! Allow adequate space, and use a well-controlled and comfortable work area, with good ventilation. Turn off the iron when done. Be aware that solder and the iron become very hot and burn quickly. Also, be sure to keep the electric cord of the iron away from the hot tip.

No food or beverages in the lab.

#### **Course Outcome:**

After successfully complete this class, students will be able to:

- Understand the basic electrical engineering principles and abstractions on which the design of electronic systems is based. These include lumped circuit models, digital circuits, and operational amplifiers.
- Use these engineering abstractions to analyze and design simple electronic circuits.
- Formulate and solve differential equations describing the time behavior of circuits containing energy storage elements.
- Use intuition to describe the approximate time and frequency behavior of circuits containing energy storage elements.

#### **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

#### **Special Needs and Accommodations:**

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services office.

### **The Learning Environment:**

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- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

### **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rnu.edu](mailto:library@rnu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number: CSC 561

Course Title: Man-Machine Studies

Credit Hours: 3

Prerequisite: Permission from Instructor

Term: SP 2019

Class Time: Tuesday 9:00-12:45

Class Room: 4

Instructor: [REDACTED]

Office Hours: F 9:00 – 12:00

Telephone:

E-Mail: [REDACTED]

## **2. Catalog Description:**

This course explores the new forms of human-computer interaction based on measurement of brain function and properties. It also introduces methods for extracting rules or learning from data and analysis of integrated man-machine systems. Basics of both supervised and unsupervised learning paradigms will be covered in this course.

## **3. Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## **4. Text:**

C. Bishop. *Pattern Recognition and Machine Learning*. ISBN: 9780387310732.

## **5. Course Requirements:**

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

### Examinations

There are two in-class exams and they are scheduled as:

Midterm: 6<sup>th</sup> class

Final: last class



## Assignments

Assignments involve both theoretical problems as well as programming problems. The programming will be done in the well-known Matlab language. We will arrange for you to get accounts which provide you access to Matlab. Descriptions of the different assignments will be provided on the main course web site as they become available.

**Late Assignments:** will be penalized 10% of the available marks per day up to a maximum of three days. Beyond this, no extensions will be granted on homework assignments, except in extreme cases (e.g. medical reasons). Please plan ahead.

## **6. Grading:**

The grading for the course will be based on final project (worth 20%), a midterm test (worth 40%), and a final exam (worth 40%). One must obtain a mark of at least 35/100 on the final examination to pass the course. If a student's grade on the final exam is less than 35%, then their final course grade will be equal to the exam grade.

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
Below 70%	=	F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

## **7. Final Project:**

Term project requires students to write a report on “Man vs. Machine”. Over the years, man has come up with countless inventions, each more resourceful than the last. However, as the computer age continues, mankind is threatened. The computer has already begun to control so many of the vital functions that man has prided himself upon before. Our lives are now dependent on a computer and what it tells you. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

## **8. Classroom Policies:**

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

## **9. Attendance, Absence, Lateness, Incomplete:**

In accordance with the policies of Reagan National University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

**Warning: Any cheating and plagiarism will result in a failing grade in the course.**

## **10. Course Outline:**

### **Class 1**

Introduction to Data Mining

- What is data mining?
- Related technologies - Machine Learning, DBMS, OLAP, Statistics
- Data Mining Goals
- Stages of the Data Mining Process
- Data Mining Techniques
- Knowledge Representation Methods
- Applications
- Example: weather data

### **Class 2**

Data Warehouse and OLAP

- Data Warehouse and DBMS
- Multidimensional data model
- OLAP operations
- Example: loan data set

### **Class 3**

Data preprocessing

- Data cleaning
- Data transformation
- Data reduction
- Discretization and generating concept hierarchies
- Installing Weka 3 Data Mining System
- Experiments with Weka - filters, discretization

#### **Class 4**

Data mining knowledge representation

- Task relevant data
- Background knowledge
- Interestingness measures
- Representing input data and output knowledge
- Visualization techniques
- Experiments with Weka - visualization

#### **Class 5**

Attribute-oriented analysis

- Attribute generalization
- Attribute relevance
- Class comparison
- Statistical measures
- Experiments with Weka - using filters and statistics

#### **Class 6**

Midterm Exam

Data mining algorithms: Association rules

- Motivation and terminology
- Example: mining weather data
- Basic idea: item sets

- Generating item sets and rules efficiently
- Correlation analysis
- Experiments with Weka - mining association rules

## **Class 7**

### Data mining algorithms: Classification

- Basic learning/mining tasks
- Inferring rudimentary rules: 1R algorithm
- Decision trees
- Covering rules
- Experiments with Weka - decision trees, rules

## **Class 8**

### Data mining algorithms: Prediction

- The prediction task
- Statistical (Bayesian) classification
- Bayesian networks
- Instance-based methods (nearest neighbor)
- Linear models
- Experiments with Weka - Prediction

## **Class 9**

### Evaluating what's been learned

- Basic issues
- Training and testing
- Estimating classifier accuracy (holdout, cross-validation, leave-one-out)
- Combining multiple models (bagging, boosting, stacking)
- Minimum Description Length Principle (MLD)
- Experiments with Weka - training and testing

## **Class 10**

## Mining real data

- Preprocessing data from a real medical domain (310 patients with Hepatitis C).
- Applying various data mining techniques to create a comprehensive and accurate model of the data.

## Class 11

### Clustering

- Basic issues in clustering
- First conceptual clustering system: Cluster/2
- Partitioning methods: k-means, expectation maximization (EM)
- Hierarchical methods: distance-based agglomerative and divisible clustering
- Conceptual clustering: Cobweb
- Experiments with Weka - k-means, EM, Cobweb

## Class 12

### Final Exam

## 11. Course Outcome:

Upon completing the course, students are expected to be able to:

- Students are able to apply supervised learning algorithms to prediction problems and evaluate the results.
- Students are able to apply unsupervised learning algorithms to data analysis problems and evaluate results.
- Students are able to apply reinforcement learning algorithms to control problem and evaluate results.
- Students are able to take a description of a new problem and decide what kind of problem (supervised, unsupervised, or reinforcement) it is.

## 12. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

### **13. Special Needs and Accommodations:**

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### **14. The Learning Environment:**

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- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

### **Reagan National University Library Services:**

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## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number:	CSC 599
Course Title:	Computer Science Project
Credit Hours:	3
Prerequisite:	At least 8 CSC courses completed.
Term:	SP 2019
Class Time:	Monday 14:00 – 17:45
Class Room:	2
Instructor:	██████████
Office Hours:	F 9:00 – 12:00
Telephone:	
E-Mail:	████████████████████

**Course Description:** This is a special course for selected students to carry out research under the guidance of a faculty member. This course requires the student to prepare a proposal, which must be approved by the Department Chair.

**Course Information:**

The capstone course provides computer science majors the opportunity to integrate the knowledge that they have gained from across the curriculum. Students are encouraged to work in teams, and can pursue either an applied or theory project. Students choosing applied projects participate in the identification of a problem, develop a project proposal outlining an approach to the problem's solution, implement the proposed solution, and test or evaluate the result. Students choosing a theory project conduct original research (e.g., develop a new algorithm) and evaluate its strengths and limitations. Regardless of the choice of project, students document their work in the form of written reports and oral presentations.

### **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

#### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

### **Text:**

Reading materials provided by the instructor.

### **Course Requirements:**

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class ..... 20%

Final Presentation ..... 30%

Final Project..... 50%

### **No makeup exams!!!**

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
Below 70%	=	F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

### **Final Project**

Computer science deals with the scientific study of computers and their usage like computation, data processing, systems control, advanced algorithmic properties, and artificial intelligence. The study of computer science includes programming, design, analysis and theory. Computer science projects involve designing and development of various application-based software. Computer science project topics can be implemented by a number of tools such as Java, .NET, Oracle, etc. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

### **Course Schedule**

<b>Week</b>	<b>Topic</b>
1	Course Introduction Mentors present project summaries
2	Group formation & discussion Professional leadership and effective team work
3	Group progress reports & discussion Confidentiality & IP issues
4	Group progress reports & discussion Capstone Data Management Ethics
5	Group progress reports & discussion Exploratory Data Analysis
6	Group progress reports & discussion How to construct and deliver quality presentations
7	Group presentations
8	Group progress reports & discussion Critique of presentations
9	Group progress reports & discussion
10	Group progress reports & discussion
11	Group progress reports & discussion
12	Presentation

## **Classroom Policies:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

## **Attendance, Absence, Lateness, Incomplete:**

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

## **Course Outcome:**

Through successful completion of their capstone project, students will be able to:

- 1) Identify relevant questions and objectives through client engagement;
- 2) Demonstrate information literacy through a critical review of technical literature relevant for the management and analysis of data for their group project;
- 3) Develop a project-appropriate plan and structure for data management;
- 4) Resolve group work allocation, leadership and cooperation issues;
- 5) Structure, manage and access one or more large, complex datasets;
- 6) Complete the analysis and interpretation of a complex, real-world data project; and
- 7) Present the analysis and interpretation of a complex, real-world data project in both written reports and digital+oral presentations.

## **Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

## **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and

definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

### **Special Needs and Accommodations:**

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### **The Learning Environment:**

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## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number:	ECO 201
Course Title:	Principles of Microeconomics
Credit Hours:	3
Prerequisite:	No prerequisite.
Term:	SP 2019
Class Time:	2:00 – 5:45
Class Room:	4
Instructor:	██████████
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	████████████████████

## 2. **Catalog Description:**

This course provides analysis of the behavior of individual economic agents. It introduces the terminology and analytic principles used in microeconomics, which is broadly defined as the study of markets, and to the application of these conceptual tools to several policy issues. It focuses on microeconomic issues and problems, such as competition and monopoly, pricing, consumer demand, and producer supply.

## 3. **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. **Text:** Principles of Microeconomics by Joseph E. Stiglitz. Published by W W Norton & Co.; 4th ed., ISBN-13: 978-0393168181.

## 5. **Course Requirements:**

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

### Examinations

There are two in-class exams and they are scheduled as:

Midterm:            6<sup>th</sup> class period

Final:                last class

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Midterm ..... 40%  
Final ..... 40%  
Final Project ..... 20%

**No makeup exams!!!**

The course grades are assigned as:

90 – 100% = A -  
80 – 89% = B  
70 – 79% = C  
60 – 69% = D  
Below 60% = F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Week	Topic	Text
1	Introduction	Chapter 1
2	Opportunity Costs	Chapter 2
3	Trade & Exchange	Chapter 3
4	Demand & Supply	Chapter 4
5	Applications of D&S	Chapter 5
6	Midterm Exam	
7	Elasticity	Chapter 7
8	Consumer Choice	Chapter 8
9	Production & Cost	Chapter 9
10	Perfect Competition	Chapter 10
11	Monopoly	Chapter 11
12	Final Exam	

**6. Final Project:**

Term project requires students to write a report on “How does the destruction of nature affect economics?” Microeconomics classifies pollution as an externality. An externality is defined as an act that affects third-party individuals who are not involved in the action. The effect can have either positive or negative consequence. For example, if an individual resides in an area where live music festivals are held, but they don’t attend or partake in the event they are considered an externality as they can hear the music. Depending on their viewpoint this can be a positive or negative experience. The paper is expected to be between 8 and 10 pages in length, including

front and back matter. Sections of the paper will be developed throughout the course.

**7. Classroom Policies:**

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**9. Course Outcome:**

Upon successful completion of the course, students will be able to:

- Understand that economics is about the allocation of scarce resources, that scarcity forces choice, tradeoffs exist and that every choice has an opportunity cost. Demonstrate these concepts using a production possibility frontier diagram.
- Understand how comparative advantage provides the basis for gains through trade.
- List the determinants of the demand and supply for a good in a competitive market and explain how that demand and supply together determine equilibrium price.
- Understand the role of prices in allocating scarce resources in market economies and explain the consequences of price controls.
- Define an externality and a public good and why explain the presence of externalities and public goods make markets inefficient. Analyze various government policies aimed at solving these inefficiencies.

**10. Internet Use Requirement:**

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial. The college maintains open labs that provide Internet access to all students.

**11. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students

will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

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## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number:	ECO 202
Course Title:	Principles of Macroeconomics
Credit Hours:	3
Prerequisite:	No prerequisite.
Term:	WI 2019
Class Time:	Saturday 14:00 – 17:45
Class Room:	3
Instructor:	██████████
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	████████████████████

## **2. Catalog Description:**

This course introduces economics which focuses on the aggregate behavior of households, firms and the government. It focuses on supply, demand, business organization, income, social security, management-labor relations, taxation, money and banking, consumption, savings and investments. Economic development, globalization, and the role of international lending institutions will also be discussed.

## **3. Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### **Participation in Class Discussion**

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

**Text:** Principles of Macroeconomics by N. Gregory Mankiw. Published by South-Western College/West 9th ed. ISBN-13: 978-1464182891.

## **4. Course Requirements:**

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

### Examinations

There are two in-class exams and they are scheduled as:

Midterm:            6<sup>th</sup> class period

Final:                last class

## 5. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Midterm .....	40%
Final .....	40%
Final Project .....	20%

The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

### Course Schedule

Week 1 Intro: Definitions - Introduction and Chapters 1 & 2  
Week 2 Production and Int'l Trade - Chapters 2 & 3  
Week 3 Micro: Supply and demand shifters and Elasticity – Chapters 4 & 5  
Week 4 Intro to Macroeconomics  
Week 5 Macro: GDP and the circular flow diagram - Chapter 23  
Week 6 Midterm Exam  
Week 7 Macro: GDP using the circular flow diagram, GDP calculations and drawbacks - Chapter 23  
Week 8 GDP Deflator and CPI Calculations and inflation discussion - Chapters 23 & 24  
Week 9 Employment: Unemployment rate & Labor - Chapter 28  
Week 10 Unemployment continued, Investment: Determinants of the market interest rate - Chapters 28 & 26  
Week 11 Investment continued - Chapter 26 and U.S. Debt/Deficit  
Week 12 Final Exam

## 6. Final Project:

Term project requires students to write a report on “Macroeconomics Variables of Oil Prices.” A macroeconomic variables of oil prices research paper explores the macroeconomic variables that cause oil prices to rise and fall. The research paper demonstrates that there are a number of reasons why these macroeconomic variables can only be delineated with considerable difficulty. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

## **7. Classroom Policies:**

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

## **8. Attendance, Absence, Lateness, Incomplete:**

In accordance with the policies of Reagan National University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

## **9. Course Outcome:**

Upon successful completion of the course, students will be able to:

- Understand that economics is about the allocation of scarce resources, that scarcity forces choice, tradeoffs exist and that every choice has an opportunity cost. Be able to demonstrate these concepts using a production possibility frontier diagram.
- Understand how comparative advantage provides the basis for gains through trade.
- List the determinants of the demand and supply for a good in a competitive market and explain how that demand and supply together determine equilibrium price.
- Understand the causes and effects of inflation and unemployment.
- Describe the macro economy using aggregate demand and aggregate supply analysis.

## **10. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

## **11. Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

## **12. The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Council have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

### **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rnu.edu](mailto:library@rnu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.





## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number: ECO 307

Course Title: The Global Economy

Credit Hours: 3

Prerequisite: ECO 201, 202.

Term: SP 2019

Class Time: Saturday 14:00 – 17:45

Class Room: 3

Instructor: [REDACTED]

Office Hours: M TU 11:00 AM – 1:00 P. M.

Telephone: [REDACTED]

E-Mail: [REDACTED]

## 2. **Catalog Description:**

This course aims to deepen your understanding of real world economic issues, while providing you with a stronger analytical base. We will focus on international trade theory and policy, and issues in international finance.

## 3. **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. **Text:** The World Economy: Geography, Business, Development (6th Edition)  
by F.P. Stutz and B. Warf, Pearson Prentice Hall, ISBN-13: 978-0321722508.

## 5. **Course Requirements:**

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

### Examinations

There are three in-class tests and one final exam.

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

3 Tests .....	45%
Final Exam .....	25%
Final Project.....	30%

The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

## **6. Final Project:**

Final project requires students to write a report on “International Trade and The Global Economy.” The global economy needs free trade. Countries need free trade. Trade with other countries occurs at some level in every country globally. There may be some indigenous tribes within some countries that can lay the claim that they are self-sufficient, however, there is not a single country that can say the same. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

### **Course Schedule**

Week 1 Chapters 1 & 2

- Introduction to Global Economy Course: Globalization of Culture and Economy. IT and Globalization.
- Globalization vs. Diversity. 4 major Questions of World Economy. Types of Political Economies.
- Historical Development of Capitalism: Emergence and Nature. Industrial Revolution.
- Colonialism. Historiography of Conquest. Cultural Westernization.

Week 2 Chapter 5

- Theoretical Considerations. Factors of Location. Alfred Weber and location theory.
- Principles of Scale Economics, Industrial Location Theory, Geographic Organization of Corporations.

Week 3 Test 1 (20% final grade)

Week 4 Chapters 3 & 4

- Demography: Population Change and Structure. Demographic Transition Theory.

- Migration and The Gravity Model. Population Distribution.
- Types of Resources and Their Limits. Resources and Population. Expanding Resource Base and Intensifying Productivity.
- Energy Resources: Production, Consumption, Alternatives. Human Modification of Environment.

#### Week 5 Chapters 6 & 7

- Agriculture. Land Use and Industrialization of Agriculture. Systems of Agricultural Production. Farming in North America.
- The Nature of Manufacturing. Manufacturing in the United States. Globalization of Manufacturing.
- Product Cycles and Locational Adjustments. Information Technologies as a Part of Manufacturing Economic Activity

#### Week 6 Test 2 (20% final grade)

#### Week 7 Chapters 8 & 9

- Services and Forces Driving their Growth. Labor Characteristics: Intensity, Composition, Education.
- Financial Services: Components, Regulations, Location, Technologies. Tourism.
- Transportation Networks in Historical Perspective. Transportation Costs and Policy. Personal Mobility in Chapter 9 3 the United States.
- Other Components of Infrastructure. Telecommunications and Geography. Impacts of Information Technologies.

#### Week 8 Chapters 10 & 11

- Cities as Reflection of Economic Development: from First Cities to Global Cities. Intraurban Spatial Organization.
- Urban Hierarchy. Sprawling Metropolis and Problems of the U.S. City.
- Theoretical Perspective on Consumption. Geographies of Consumption. Environmental Dimensions of Consumption.

#### Week 9 Test 3 (20% final grade)

#### Week 10 Chapter 12 & 13

- Notions of Comparative and competitive advantage. International Money and capital markets.
- Barriers to International Trade and Regional Economic Integration. Lessons of Globalization.
- World Patterns of Trade. Role of The USA in the Global Trade. Emerging Markets and Global Trade Flows.

## Week 11 Chapter 14

- Measurements and Geography of Economic Development. Major Theories: Modernization, Dependency, and World Systems.
- Characteristic Problems of Developed and Underdeveloped Countries.
- “International Conference on Global Development “. Development Strategies.

## Week 12 Final Exam (25% final grade)

### **7. Classroom Policies:**

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

### **8. Attendance, Absence, Lateness, Incomplete:**

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A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

### **9. Course Outcome:**

This course has four broad goals.

- (1) The first goal is that students will come out of this course better able to apply economic principles to evaluate international news and policy proposals (e.g., tariffs, free trade areas).
- (2) At the end of the semester, students will be able to discuss some of the economic features of globalization as well as identify and counter some of the misperceptions about globalization found in the media and elsewhere.
- (3) Students will become familiar with the institutions of the international economy. This includes international arrangements such as a common market and the most favored nation (MFN) principle as well as international organizations such as the World Trade Organization (WTO) and International Monetary Fund (IMF).
- (4) For those students who choose to take further economics courses, that this course will prepare them with the theoretical tools and knowledge to be successful.

### **10. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students

will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

### **11. Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

### **12. The Learning Environment:**

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- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

### **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rnu.edu](mailto:library@rnu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The

online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.





## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number:	ECO 533
Course Title:	International Economics
Credit Hours:	3
Prerequisite:	No prerequisite.
Term:	SP 2019
Class Time:	Friday 2:00 – 5:45
Class Room:	1
Instructor:	██████████
Office Hours:	F 9:00 – 12:00
Telephone:	
E-Mail:	████████████████████

## Catalog Description:

This course provides a broad overview of international trade theory, policy, and international finance. Topics covered are: global trade protectionism, gains from trade and their distribution; pre-determined trade barriers; the trade deficit; currency exchange rate war; and government intervention in foreign exchange markets.

## Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## Text:

*International Economics* by Robert Carbaugh - 16th edition, 2017, ISBN13: 9781305507449

## Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class .....	10%
Homework .....	10%
Midterm .....	30%
Final .....	30%
Term Project .....	20%

Revised 2019.10

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
Below 70%	=	F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

## **Term Project:**

Term project requires students to write a report on “Reasons for Free Trade.” The argument for free trade is based on the economic concept of comparative advantage. Comparative advantage is the economic principle that nations should specialize in the areas of production in which they have the lowest opportunity cost and trade with other nations, so as to maximize both nations’ standards of living. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

## **Course Schedule**

### **Section I: Core Models of International Trade**

#### **Week Topics**

- |   |  |
|---|--|
| 1 | Gains From Trade and the Law of Comparative Advantage (Theory)<br>The Ricardian Model (Theory)   |
| 2 | The Assignment Model Approach (Theory)<br>Gains From Trade and the Law of Comparative Advantage (Empirics)<br>The Ricardian Model (Empirics)           |
| 3 | The Assignment Model Approach (Empirics)<br>The Heckscher-Ohlin Model (Theory)   |
| 4 | The Heckscher-Ohlin Model (Empirics)<br>Trade Theory with Firm-Level Heterogeneity (Empirics)<br>Trade Theory with Firm-Level Heterogeneity (Empirics) |

- 5 Trade Theory with Firm-Level Heterogeneity (Theory)
- 6 Midterm Exam
- 7 Gravity Models (Theory)  
Gravity Models (Empirics)

## **Section II: Miscellaneous Topics in Trade**

- 8 Trade Costs (Empirics)  
Offshoring and Fragmentation of Production (Theory)
- 9 Economic Geography (Empirics)
- 10 Political Economy of Trade Policy and the WTO (Theory)
- 11 Political Economy of Trade Policy and the WTO (Empirics)
- 12 Final Exam

## **Classroom Policies:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

## **Attendance, Absence, Lateness, Incomplete:**

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Students receiving Veteran’s benefits and International students in the US on F-1 visas are reminded that regular attendance is required. The university is required by law to report excessive absenteeism by students in these two categories.

## **Course Learning Outcomes:**

The goal for this course is for students to apply economic concepts learned in previous courses to the study of International Economics.

After completion of the course, students will be able to:

- Understand the determinants of international trade

Revised 2019.10

- Understand the nature of investment decisions of multinational corporations
- Understand key the economic theories behind foreign exchange risk
- Explain the effects of changes in the global macroeconomic environment on multinational corporations O.

## **Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

## **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

## **Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

## **The Learning Environment:**

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- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.

- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

### **Reagan National University Library Services:**

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number:	ECO 540
Course Title:	Climate Changes and Economy
Credit Hours:	3
Prerequisite:	Prerequisite – Permission from Instructor
Term:	FA 2018
Class Time:	Tuesday 9:00 – 12:45
Class Room:	1
Instructor:	[REDACTED]
Office Hours:	M, W 1:00 – 3:00 P. M.
Telephone:	
E-Mail:	[REDACTED]



## Catalog Description:

This course examines the science on climate change and its impacts and alarming prospects for global economics and politics. It presents the connection between human activity and the current warming trend which influence the potential social, economic and environmental consequences of climate change. Key concepts of climate-change including decision-making in the face of risk and uncertainty, and the management of global public goods will be covered.

## Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## Text:

*Environmental Economics & Management Theory, Policy, and Applications* by Scott J. Callan, Janet M. Thomas, 6<sup>th</sup> ed. ISBN-13: 978-1111826673.

## Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class ..... 10%

Revised 2019.10

Homework .....	10%
Midterm .....	30%
Final .....	30%
Final Project .....	20%

### **No makeup exams!!!**

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
Below 70%	=	F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

## **Final Project:**

Term project requires students to write a report on “Global climate change threat.” Global climate change poses a threat to the well-being of humans and other living things through impacts on ecosystem functioning, biodiversity, capital productivity, and human health. This paper briefly surveys recent research on the economics of climate change, including theoretical insights and empirical findings that offer guidance to policy makers. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

### **Course Schedule**

LECTURE #	TOPICS	KEY DATES
1	Introduction and overview Institutions I: political and analytical organizations	Homework 1 distributed
2	Review of the mathematics of climate analysis Climate I: past climate, and gases, aerosols and radiation Economics primer	Homework 1 due Homework 2 distributed
3	Climate II: dynamics of the	

LECTURE #	TOPICS	KEY DATES
	atmosphere and oceans Economics of the global commons Economics I: economic growth, technology and greenhouse gas emissions	
4	Institutions II: the international climate negotiations Economics II: the economics of greenhouse gas emissions control	Homework 2 due Homework 3 distributed
5	Introduction to the Toy Integrated Global System Model Climate III: interaction of atmosphere, oceans and biosphere	
6	Midterm Exam	Homework 3 due Homework 4 distributed Policy exercise distributed
7	Analysis of the benefits of greenhouse gas mitigation Economics III: climate policy analysis	
8	Emissions trading and tax systems Climate machine IV: regional impacts of climate change	Policy exercise: preliminary note due
9	Review of methods of uncertainty analysis Integrated assessment I: sensitivity and uncertainty analysis	
10	Sea level rise and adaptation Methods for decision under uncertainty Integrated assessment II: deciding global effort and burden shares	Homework 4 due
11	Climate change and the Arctic region Climate V: unresolved problems in climate analysis	
12	Final Exam	



## **Classroom Policies:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

## **Attendance, Absence, Lateness, Incomplete:**

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

## **Course Learning Outcome:**

My goals for this course are that at the end of the semester:

- You will have a solid quantitative understanding of the basic physical and chemical principles that control the system and be able to apply that knowledge to reasoning about the climate system and its response to disturbances.
- You will have working familiarity with a variety of computer models that simulate various aspects of the climate system and be able to use those models to explore the implications of scientific principles that are too complex to calculate with pencil and paper.
- You will have a solid scientific understanding of what scientists know, what they don't know, and how they know what they know about how climate works, how and why it has changed in the past, and how it may change in the future.
- You will be able to evaluate the evidence for and against the idea that human activity is warming the planet and assess for yourself whether the evidence is persuasive.
- You will be familiar with the ways economists and policy analysts approach the problem of climate change and public policies that respond to it.
- You will understand the history of scientific and political concern and activity around global warming, the principal policy measures being considered to address climate change, and their major strengths and weaknesses.
- You will have the tools and knowledge to make informed decisions about what climate policies you support or oppose.

## **Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all

Revised 2019.10

ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

## **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

## **Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

## **The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

## **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rnu.edu](mailto:library@rnu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number: ENG 111

Course Title: College English I

Credit Hours: 3

Prerequisite: N/A

Term: WI 2019

Class Time: Tuesday 2:00 – 5:45

Class Room:

Instructor: [REDACTED]

Office Hours: M, W 1:00 – 5:00 P. M.

Telephone:

E-mail: [REDACTED]



## **2. Catalog Description:**

This course incorporates reading, research and critical thinking of the college level student. It focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also includes introductory use of a variety of research skills.

## **3. Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### **Participation in Class Discussion**

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## **4. Text:**

1. The Scott, Foresman Handbook for Writers, 9th ed. **ISBN-13:** 978-0205751983
2. The St. Martin's Guide to Writing, 12<sup>th</sup> ed. SHORT (soft cover) EDITION. ISBN-13: 978-1319104382.
3. Patterns of Reflection, 7<sup>th</sup> ed. ISBN-13: 978-0205645954.
4. Recommended: a college-level, portable dictionary

## **5. Course Content:**

- analytical reading strategies: purpose; audience; organization; main idea; primary and secondary support.
- critical thinking strategies: denotation and connotation; level of abstraction; analyzing tone; determining slant; examining style; identifying facts, inferences, and judgments; emotional

blocks to reason; logical fallacies; deductive and inductive reasoning; making connections (examination of basis for agreement or disagreement).

- the writing process: generating ideas; deciding on audience, purpose, point of view; reading and answering comprehension questions; developing specific support; organizing support; drafting; critical reading/analysis; revising for unity and coherence; revising for sentence variety and clarity; editing for effective word choice and mechanical correctness.
- writing strategies: personal/experiential (narration, description, exposition,); responses to reading (factual, personal, analytical); subject-oriented (exposition/illustration, process analysis, division/classification, comparison/contrast, cause/effect, definition, argument/persuasion).

#### Week 1:

- Course Introduction/Syllabus/ Materials for In-Class Assessed Essay
- In Class Assessed Essay—Required to pass course!
- The Academic Writer Chapter 2 (pp. 20-37)/On Compassion (pp.46-49)/Descriptive Writing Strategies

#### Week 2:

- Descriptive Essay Assigned/Descriptive Essay Example: Shooting Dad (p. 412)
- The Academic Writer Chapter 1

#### Week 3:

- The Academic Writer Chapter 4
- Descriptive Essay Peer Edit
- Chapter 4 (cont.)/ Descriptive Essay Rough Draft Due/Personal Narrative Essay Assigned

#### Week 4:

- The Academic Writer Chapter 9/Personal Essay Example: The Joy of Reading and Writing: Superman and Me (pp. 15-19)
- Personal Narrative Essay Peer Edit/On Dumpster Diving (pp. 146-158)
- The Academic Writer Chapter 10/Personal Narrative Essay Rough Draft Due

#### Week 5:

- No class—Portfolio 1 Conferences/Return Rough Drafts
- The Academic Writer Chapter 10 (cont.)/Definition Strategies/Extended
- Definition Essay Assigned
- Portfolio 1 Due/Extended Definition Example: On Being A Cripple (p. 244)

#### Week 6:

- Extended Definition Essay Peer Edit
- Extended Definition Rough Draft Due/Process Analysis Strategies
- Process Analysis Essay Examples/Process Analysis Essay Assigned

Week 7:

- Process Analysis Examples (cont.)
- Process Analysis Peer Edit
- Process Analysis Rough Draft Due/Usability Tests Extra Credit

Week 8:

- The Academic Writer Chapter 3
- Portfolio 2 Due/Chapter 3 (cont.)/Rhetorical Analysis Essay Assigned

Week 9:

- Rhetorical Analysis Essay Examples/The Academic Writer Chapter 5
- Rhetorical Analysis Peer Edit
- The Academic Writer Chapter 5 (cont.).

Week 10:

- Rhetorical Analysis Rough Draft Due/Problem Solving Strategies
- Turkeys in the Kitchen (pp.72-75)/Problem Solving Essay Assigned
- Problem Solving Essay Examples/ A Modest Proposal (p. 387-395)

Week 11:

- Problem Solving Peer Edit
- The Academic Writer Chapter 12
- Problem Solving Essay Rough Draft Due/Postscript

Week 12: Final Exam

## **6. Attendance and Participation**

Attendance is mandatory. If you miss more than six (6) class sessions, you will be dropped from the course, whether your absences are excused or not. If you do miss a class, it is your responsibility to obtain notes, assignments, etc. from others in attendance. Excessive tardiness or leaving class early will also accumulate as unexcused absences. If you know you cannot attend a class meeting, leave a message in voice mail. In the event of a personal emergency, contact me as soon as possible.

Consistent attendance and punctuality are highly appreciated.

Positive participation in class discussions and activities is encouraged.

Professionalism is expected of you at all times.

Attendance and participation are also evaluated in the final course grade rationale.

## **7. All Assignments**

All assignments are due as discussed and set forth in class. Any assignment or due-date listed in the assignment schedule is tentative (subject to change) in consideration of the needs, pace, request, etc. of the class. Out-of-class papers should be typed or word-processed. If that presents a hardship, please see me as soon as possible. (You may use the computer lab during open lab hours. Assistance is also available in the Learning Enhancement Center.)

Please photocopy typed papers or make a back-up disk if you process them. ("The dog ate my homework," has more currently been replaced by "The computer ate my essay.")

In-class essays must be written in blue/black inks or felt-tips (fine or medium) or #2 pencils. Standard notebook paper is preferred. Write on only one side of each page for these assignments.

All out-of-class and in-class papers must bear the following: title; your name; course name and prefix; instructor's name; date submitted. Staple your out-of-class papers (upper-left corner). *Please do not use plastic report covers or similar binders.* Late Papers will be accepted in extreme circumstances and only by the instructor's permission. They will be docked one letter grade.

## **Handouts**

Handouts become required reading on distribution. They are chosen by the instructor to reinforce various course concepts, examples, etc. They will not appear in the assignment schedule since they are distributed as needed, again, with the needs, pace, request, direction, etc. of the class itself.

## **Quizzes, Exercises, In-Class Essays**

These activities may not be made up in the event of tardiness or unexcused absences. Quizzes may be announced or unannounced.

## **The Journal Requirement**

Your journal should be thought of as an "anything goes" assignment. (Please don't let this turn into a diary: diaries have "private" voices. Journals have public voices.) A handout will illustrate ideas for writing in your journal. If you want a head start, review "Journals" in The St. Martin's Guide, p. 438.

## **Final (essay) Exam**

Your attendance during the scheduled final exam period and completion of the final essay exam is required for full course credit--no exceptions.

## **8. Plagiarism**

If you are unsure of what plagiarism is and how it happens, please see pp. 555--560 of your Handbook. Plagiarism will result in a failing paper or final course grade or in other disciplinary actions in accord with CCC policies. Any form of academic dishonesty may result in assignment grades of "F," a final course grade of "F," or other disciplinary actions.

## **9. All Assignments and Grading**

All assignments are due as discussed and set forth in class. All graded assignments follow the traditional 90%/A, 80%/B, 70%/C, etc. system (letter grades and point-values).

*Essay grades:* The A paper is superior in all areas of composition. The B paper is excellent with minor weaknesses in only one area of composition. The C paper is competent but deficient in two or more areas of composition (such as a lack of adequate development and some organizational problems). The D paper is lacking in three or more areas of composition and lacks college-level competencies. The F paper fails in several areas. "Areas of composition" include grammar, mechanics, usage, attention to audience, purpose, development of controlling idea (examples, illustration, etc.), organization, sentence and paragraph variety, voice, tone, style, etc. Specific points are not deducted for each type of error. The numerical score indicates the letter-grade level. For example, a grade of 85/B is a mid-level B paper. A grade of 78/C+ implies the paper was going in a B direction, but was in need of revision or correction in at least two areas. An 80/B- indicates the paper was "almost" a C, but a certain strength justifies the B-level.

Essay topics will be derived from required readings, class discussions, and lecture material.

*Please allow 1-2 weeks turnaround time for graded essays.*

## **10. Final Course Grade**

3 In-Class Essays (50 pts. ea.)	150 pts.
5 Out-of Class Essays (100 pts. ea.)	500 pts.
Journal	100 pts.
Quizzes, Exercises (10-25 pts. ea.)	50 pts.
Attendance/Participation	100 pts.
Final Exam	200 pts.
Total Course Points	1,100 pts.

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90% = 990-1,100 pts. A

80% =	880---989 pts.	B
70% =	770---779 pts.	C
60% =	660---679 pts.	D
	0---659 pts.	F

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This point system is only a guide. More attention will be paid to letter-grade averages and improvement. Points become more important in "borderline" cases--another reason for the attendance/participation grade.

## **11. General**

Professional behavior is expected at all times. Please do not bring food or drink into the classroom. The use of tobacco products is also prohibited in CCC facilities.

The Learning Enhancement Center (Room 18) provides free learning assistance for all registered CCC students. You are encouraged to consult LEC staff regarding any class assignment. Some students may also be directly referred to the LEC for specific assistance. The LEC also houses CCC's library services.

## **12. Assignment Schedule (attached, or to be distributed)**

Please come to each class prepared. Complete your assignment(s) before class time. Please let your instructor know if you have special on-the-job writing needs. We will try to accommodate them.

-- The instructor reserves the right to make additions, deletions, and modifications to the syllabus and course requirements with reasonable notification to the student(s) enrolled.

## **13. Course Learning Outcomes**

1. to prepare students for the reading, critical thinking, and writing skills demanded in college courses.
2. to train students to read analytically and effectively; to write grammatically correct, well- organized, well-supported essays in various styles; to improve student comprehension of the role of writing in college and career success; to require students to write 10,000 words of assigned writing, half of which must be instructor evaluated.
3. students will read critically and analytically with attention to style, tone, diction, and logic; synthesize ideas from readings with their own experiences and ideas; follow the writing process (idea generating, organizing, drafting, revising, proofreading); analyze and critique their own writing and peer editing; make informed decisions concerning purpose, audience, point of view, controlling idea, organization, and logical reasoning; write a variety of complete, clear, and correct sentences; make informed choices in style and diction; improve their writing by revising for unity, coherence, sentence variety and clarity; edit for usage, spelling, and mechanics; write a final exam essay illustrating sufficient competency to succeed in English 112.



#### **14. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

#### **15. Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

#### **16. The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.

At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.



## **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rnu.edu](mailto:library@rnu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number: ENG 112

Course Title: College English II

Credit Hours: 3

Prerequisite: ENG 111

Term: WI 2019

Class Time: Wednesday 9:00 – 12:45

Class Room: 4

Instructor: [REDACTED]

Office Hours: M, W 1:00 – 5:00 P. M.

Telephone:

E-mail: [REDACTED]

## **Catalog Description:**

In this continuation of College English I, it enhances students' ability to read and think critically, to research and evaluate evidence competently, and to write clearly. Students will continue practice of expository writing in three genres of literature, including drama, poetry, and short fiction, and culminating in a research paper.

## **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### **Participation in Class Discussion**

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## **Texts**

Harbrace College Handbook, 13th Ed. Revised ISBN-13: 978-0155039483.

Hwang M. Butterfly (New York; Penguin 1993)

Wilson Fences (New York: Plume, 1986)

On Reserve: All short stories we will discuss in the course are from The Story and It's Writer, 5th. ed. Ed. Ann Charters (Boston: Bedford, 1999), and are available at the reserve desk. If there are any additions or changes to the texts in this course, I will make you aware of them immediately.

## **Course Prerequisites**

Students are expected to have some basic skill and/or the desire to acquire more skill in the following areas:

- The ability to read critically and carefully and to offer insights into what has been read which will illuminate the material's significance.

- The ability to formulate a thesis and supporting topics and to develop the thesis through basic exposition and analysis.
- The ability to write clearly developed paragraphs, which contain topic sentences.
- The ability to write clear, specific, grammatically correct sentences and to avoid all errors of mechanics, including errors in typing, spelling, punctuation, et cetera.
- The ability to independently develop ideas through description, narration, example, comparison and contrast, process analysis, argument, et cetera.

## **Course Goals**

The goals of this course are various and will be rigorously sought. Primarily, it is the goal of this course to further improve the participants' abilities to read critically and analytically as well as improve writing skill. In addition, participants will increase their knowledge of literature and literary studies. In the service of this goal, you will learn the rules and conventions which govern literary interpretation and expression and you will learn to systematically and logically interpret and express ideas, in both oral and written form, given these conventions.

## **Course Learning Outcomes**

1. Prepare and deliver a range of academic texts (essay and oral presentation).
2. Acquire skills in the genre of academic writing, including: structuring at macro and micro levels; working with primary and secondary sources; developing an argument; and using register, audience and authorial voice.
3. Develop research skills relevant to the analysis of primary and secondary sources.
4. Develop and practice skills in referencing, quoting, paraphrasing and avoiding plagiarism.
5. Prepare and deliver coherently and logically argued material in both written and oral forms.

## **Course Requirements**

Special Notes:

- **Special Needs:** Students with any special instructional needs (Eg. extra amounts of time to complete exams) due to documented learning disabilities or health problems should advise the instructor of these needs by the close of the first week of classes. This will allow ample time to plan for your special concerns. Thank you.
- **Late Papers:** Due dates for written work in the course are crucial to your success and should be strictly adhered to. As a result, please make it a priority to see that all assignments are completed and submitted on time. This will ensure that you are eligible to receive a passing grade in the course. Papers and other written work are due on the date and time of day specified--not at some point later in the day. Under most circumstances, I do not accept late papers. I will, however, be very happy to negotiate a different due date for a paper--prior to the date, not after the due date. If, for example, you discover that you have a paper due the same week you have

an exam in another class, heavy family obligations, a demanding work schedule--whatever--see me or give me a call and we will negotiate a mutually agreeable alternative date and make arrangements for you to get the assignment to me so that I can return it to you promptly. Should an emergency or other unforeseen event occur (You have an exhausting schedule and one morning you oversleep. . . . the University is open but the weather is terrible and driving is dangerous where you are . . .) and you miss a deadline, call me to explain and negotiate a remedy that very same day. Use my voice mail. Leave a message clearly and specifically explaining your situation. Bear in mind that while late papers will not automatically be eligible for a passing grade, they must be turned in if you are to pass the course. Finally, please be aware that no paper dominated by extensive errors in diction, grammar, mechanics etc. will be eligible for a passing grade.

- Weather Related Issues: The University does sometimes close due to weather emergencies and you can verify this by calling the weather line. If the University closes and we miss a class, please plan to submit any major written assignment that was due the first day the University reopens. You can drop assignments off in my office.

Students must meet the following requirements to be eligible to receive a passing grade. The total point value of the course is 1000 points.

- Required Attendance
- Assigned Readings
- Extensive Participation
- Analytical Response Papers
- Formal Papers: Analytical/Interpretive & Related Research Paper
- Writing Workshops
- Peer Evaluations
- Comprehensive Final
- Class Attendance: Please be aware that the total number of allowable absences in this course will be three (3 absences, which is the equivalent of missing one and one half weeks of class. An absence is defined as failure to attend class for any reason, whether illness, family problems, other commitments, etc. While the instructor retains some discretion and latitude in this area, in the vast majority of instances any student who exceeds the allowable number of absences will receive a penalty of four points deducted off their final grade for each additional absence up to five absences. Anyone who exceeds five absences is likely to fail the course; although documented extenuating circumstances could result in a different outcome. Repeated lateness in combination with poor grades (C or lower), poor participation, etc., may also lead to failure. Please be aware that you must not only be in class, but prepared to participate. Should you come to class without books or other materials, this may also be construed as an absence. I reserve the right to ask you to leave if you are unprepared to participate in class. (Please see Participation.) Anyone who misses more than three classes will find themselves in a very serious situation, so please contact me so we can discuss the situation and find a remedy.

- Readings: Assigned readings will come from required texts and any supplements handed out in class. You will want to have read the work(s) actively. That is, you will want to underline, make notes, note questions, rough out your own analysis. This process applies whether you are reading nonfiction works where the focus is on discovering a thesis and supporting topics or literary works requiring analysis of characters, conflicts, key passages, recurrent imagery and other details which seem to you central to each work's meaning. Please see my further comments under individual participation.
- Extensive Participation: Individual Participation is essential in this course. Socratic method will be used approximately 60-70% of the time in this class. Socratic dialogue simply means a question and answer "dialogue." You will be asked to participate in class on a routine basis. Students who repeatedly volunteer informed and insightful answers also have the opportunity to improve their grades by up to one letter grade. More important, however, is the reality that sitting silently and passively may lead to boredom for you and for the rest of the class. Everyone has ideas and questions worth sharing. No one-- not other students, not the instructor--will ridicule an honest, responsible question or comment--even if it is radically different from the usual view. Active discussion by all members of the class is the key to learning and enjoyment. In order to participate successfully, you must have read the material for each class thoroughly. Read, underline, take notes, pose questions--and perhaps even answers. Equally important is your participation in group work. Collaborative learning groups will also be used heavily--in fact, this will be the other dominant classroom activity, used 30-40% of the time. Small group work where the members of a peer group control the discussion (instead of Socratic dialogue where the instructor controls the questions and so the focus of the discussion) has been shown to allow for the development of the student's own interests and ideas concerning the materials under discussion. Research shows a greater degree of learning takes place in small group workshops. Our heavy reliance on small group work is one of the major reasons that your attendance in this course is so very crucial. Members of your group will depend on you for developing a clearer understanding of the course material.
- Analytical Response Papers: (Typed, Double-spaced) As preparation for writing your longer formal papers, and instead of surprise quizzes, you will be required to write a number of initial, brief analyses and interpretations of the literary works we are reading in this course. You will have some freedom in determining which works you would like to write about, but there are some requirements, which are detailed in the master handout. Limited research-- references to one or two sources -- is encouraged, but first and foremost you are to develop your own thesis concerning the theme or central purpose of the work and supporting explication and analysis. Response papers are in essence reasonably well structured drafts which will evolve into the formal analytical and interpretative papers which form the majority of your grade in this course. Please see Master Handout for complete instructions.
- Formal Papers: Analytical & Interpretive Papers and Related Research Paper: (Typed, Double-spaced) A formal paper is a comprehensive revision of a response paper. You will also designate one of the formal papers for still further revision as your research paper. In the research paper you will further develop the original analysis you put forth in a final paper. You will do so not only through your detailed intrinsic analysis and interpretation of the literary work itself, but through research which will draw on any of a number of areas, including but not limited to literary criticism, history, biography, psychology, sociology, etc. As a part of this



process, you will be required to submit a series of short, research related assignments designed to develop the research dimension of your paper. Please see Master Handout for complete instructions.

- Peer Review Writing Workshops: (Ungraded but mandatory) You will be required to participate in various revision and peer review workshops both in and out of class. While these exercises will not be formally graded, they are mandatory and subject to rejection as unsatisfactory if minimum effort & competence are not evident. Each unsatisfactory exercise will lead to a three point deduction from final average. More than one absences or instance of inadequate participation during peer review workshops will result in automatic failure.
- End of Semester Peer Evaluation: Given the intense workshop environment of the course, the extensive amount of teamwork required and the importance of learning to both take and evaluate responsibility, writers will grade one another on their participation in group work and the class as a whole. The guidelines for this evaluation and grading process will be made available from the very first weeks of class, and you should be keeping notes concerning your peers
- Final Exam: The Final Exam will be discussed well in advance of the date, but will not be as important as papers.

## **Grading**

Most graded work in this course will be graded on a 100 point scale. Your final grade will be based on the average of these grades. Class attendance and participation will be used to modify this average. The grading scale is as follows:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

### UNIT 1: Writing Project 1 (15%)—Textual Response

#### Week 1

- Unit of Instruction:
- Student Learning Outcomes:
- Assigned Reading:
- Assessment Methods:
- Unit of Instruction:
- Student Learning Outcomes:
- Assigned Reading:
- Assessment Methods:



## Week 2

- Unit of Instruction:
- Student Learning Outcomes:
- Assigned Reading
- Assessment Methods:

## Week 3

- Unit of Instruction:
- Student Learning Outcomes:
- Assigned Reading:
- Assessment Methods:

## UNIT 2: Writing Project 2 (20%)—Critical Analysis

## Week 4

- Unit of Instruction:
- Student Learning Outcomes:
- Assigned Reading:
- Assessment Methods:
- Unit of Instruction:
- Student Learning Outcomes:
- Assigned Reading
- Assessment Methods:

## Week 5

- Unit of Instruction:
- Student Learning Outcomes:
- Assigned Reading:
- Assessment Methods:
- Unit of Instruction:
- Student Learning Outcomes:
- Assigned Reading:

- Assessment Methods:

Week 6

- Unit of Instruction:

- Student Learning Outcomes

- Assigned Reading:

- Assessment Methods:

UNIT 3: Writing Project 3 (30%)—Major Research Project

Week 7

- Unit of Instruction

- Student Learning Outcomes:

- Assigned Reading:

- Assessment Methods:

Week 8

- Unit of Instruction:

- Student Learning Outcomes:

- Assigned Reading:

- Assessment Methods:

Week 9

- Unit of Instruction:

- Student Learning Outcomes:

- Assigned Reading:

- Assessment Methods:

Week 10

- Unit of Instruction:

- Student Learning Outcomes:

- Assigned Reading:

- Assessment Methods:

Week 11

- Unit of Instruction:
- Student Learning Outcomes:
- Assigned Reading:
- Assessment Methods:

#### UNIT 4: FINAL ESSAY EXAM (15%)

##### Week 12

- Unit of Instruction:
- Student Learning Outcomes:
- Assigned Reading:
- Assessment Methods:

### **A Note on Avoiding Plagiarism and Academic Dishonesty**

Please be aware that the purpose of this segment of the syllabus is to help students to avoid plagiarism. Please feel free to ask for clarification of any ideas here. Many students do not understand the nature of plagiarism, and if you educate yourself successfully on this topic, you will avoid unintentional plagiarism. The following definition of plagiarism constitutes policy in this course: "Buying, inheriting, trading and borrowing papers or parts of papers is a serious breach of academic honesty and will not be tolerated in this course. Be advised that plagiarism includes: reproducing another person's thoughts without documentation, using another person's language without documentation, submitting a single paper in more than one course." Any student suspected of intentional plagiarism will be referred to the administration for appropriate action. For a more detailed discussion of plagiarism see the course handbook as well as the University catalog. .

### **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

### **Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

## **The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

## **Reagan National University Library Services:**

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number: ENG 113

Course Title: Introduction to Speech

Credit Hours: 3

Prerequisite: N/A

Term: WI 2019

Class Time: SA 9:00 – 12:45

Class Room: 2

Instructor: [REDACTED]

Office Hours: M, W 1:00 – 5:00 P. M.

Telephone: [REDACTED]

E-Mail: [REDACTED]

## 2. **Catalog Description:**

This course introduces speaking skills, including the selection, preparation, and delivery of speeches for various audiences and situations. It also addresses particular issues associated with public speaking, such as listening skills, interpersonal, and public communication, audience analysis as well as self and peer evaluations.

## 3. **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## 4. **Text:**

*The Challenge of Effective Speaking* 17th ed., Rudolph Verderber/Kathleen Verderber, 2018.

## 5. **Course Requirements:**

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

1.	Speech #1	30 points
2.	Speech #2	35 points
3.	Speech #3	40 points
4.	Speech #4	45 points
5.	Test #1	15 points
6.	Test #2	15 points
7.	Speaker Critique	10 points



8.	Other Assigned Work*	10 points
	POSSIBLE TOTAL	200 points

180-200 points=A  
160-179 points=B  
140-159 points=C  
120-139 points=D  
119 or fewer points=F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

## 6. **Term Project:**

Term project requires students to write a report on “What’s different about a speech?” Writing for public speaking isn’t so different from other types of writing. You want to engage your audience’s attention, convey your ideas in a logical manner and use reliable evidence to support your point. But the conditions for public speaking favor some writing qualities over others. When you write a speech, your audience is made up of listeners. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

## 7. **Classroom Policies:**

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

## 8. **Attendance, Absence, Lateness, Incomplete:**

In accordance with the policies of Reagan National University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

**Warning: Any cheating and plagiarism will result in a failing grade in the course.**

## 9. **Course Schedule:**

Week 1 - Planning the First Speech

1. Specify the five reasons why people give speeches.
2. Explain why so many teachers give a first speaking assignment early in the



term.

3. Define and explain communication anxiety.
4. Name and explain the six most common mistakes that people make in public speaking.
5. Identify and explain each of the five steps in developing a speech.
6. Define and differentiate among general purpose, specific purpose, and thesis statements.
7. Define and explain the term extemporaneous speaking.
8. List five suggestions for practicing public speaking.

#### Week 2 - Selecting and Narrowing Your Topic

1. Name and explain four criteria that should affect your topic selection.
2. Describe four techniques for generating speech topics that are based on what you know.
3. Explain several brainstorming techniques for generating speech topics.
4. Describe the four sequential steps for narrowing a speech topic.
5. Define the term thesis statement, write a thesis statement for a specific purpose, and use four questions to test the phrasing of the thesis statement.

#### Week 3 - Audience Analysis

1. Explain the nature of an audience.
2. Describe the three elements of the audience setting and how these elements affect your role as a speaker.
3. Explain how audience perceptions and expectations affect your speaking objectives.
4. Describe the two methods of conducting an audience analysis: direct-access audience analysis and inferential audience analysis.
5. Define demographic profile, and explain how demographic characteristics can affect how audience members feel about and react to your speech.
6. Develop a demographic profile of your audience.
7. Perform an audience analysis using the information gained through the demographic profile.

#### Week 4 - Supporting Ideas with Argument and Evidence

1. Explain how to support your ideas with five kinds of argument.
2. Explain how to test each kind of argument for accuracy and credibility.
3. Define the terms ethos, pathos, and logos; and explain how to use each of these kinds of artistic proof.
4. Describe and give examples of four categories of emotional appeals that can be used in informative and persuasive speeches to influence listeners.
5. Explain how syllogism and enthymemes differ.
6. Name and define four kinds of evidence.
7. Explain how to evaluate evidence in terms of the competency of the source and the believability, consistency, verifiability, and currency of the evidence itself.

#### Week 5 - Organizing the Body of the Speech

1. Explain why organization of a speech is important.
2. Name and define the characteristics of good organization.
3. Identify, explain, and use the following patterns for organizing a speech: time, space, problem to solution, causal order, topical divisions, and motivated

sequence.

4. Name and describe the five steps of the motivated sequence.
5. Define and use the following organizational links: transitions, signposts, and internal summaries.

#### Week 6 - Outlining the Speech

1. Compare and contrast planning outlines and speaking outlines.
2. Describe the steps in developing a planning outline.
3. Develop a planning outline.
4. Describe the steps in developing a speaking outline.
5. Develop a speaking outline.

#### Week 7 - Beginning and Ending a Speech

1. Name and describe the functions of a speech introduction.
2. List and provide examples of eight different strategies for speech introductions.
3. Name and describe the functions of a speech conclusion.
4. List and provide examples of five different strategies for speech conclusions.

#### Week 8 - Delivering the Speech

1. Define the term language, and explain two reasons why it is important to use language wisely and carefully.
2. Explain the relationship between language and cognition.
3. Illustrate how language creates emotional effect.
4. Define, compare and contrast, and illustrate denotative and connotative meaning.
5. Define relational meaning and explain how it affects the speaker-audience relationship.
6. Specify and explain the characteristics of appropriate language.
7. Illustrate the importance of keeping language simple and clear.
8. Explain various ways to make language vivid for listeners.
9. Explain how language ambiguity creates problems.

#### Week 9 - Supporting Ideas Visually

1. Specify when to use visual aids.
2. Name what you should support with visual aids and explain why.
3. Describe the steps in developing a visual aid program.
4. Explain how to apply three criteria for choosing the right visual medium for a visual aid program.
5. Explain why overhead projectors are popular speaking tools, and list several tips for using overhead projectors in your visuals program.
6. Describe and use the principles of layout and design.
7. Demonstrate correctly how to introduce, present, explain, and put away visual aids.

#### Week 10 - Delivery

1. Compare and contrast four different methods of delivery, and explain why is meant by "invisible" delivery.
2. Differentiate between written and oral styles of speaking.
3. List characteristics of your speaking voice that you can control or change.
4. Explain how nonverbal elements, such as gestures, eye contact, and personal

appearance, contribute to effective public speaking.

5. Specify four procedures for making your speech practice more effective.

#### Week 11 - Informative Speaking

1. Explain why listeners must know that your speaking goal is to inform.
2. Name, define, and explain three ways of characterizing informative speaking.
3. Name, define, and choose appropriately among the four kinds of informative speeches.
4. Describe how to develop each of the four kinds of informative speeches.
5. Name and explain four guidelines for informative speaking.
6. List seven techniques for generating attention and interest.
7. Explain how to keep an informative speech simple.
8. List ways of making an informative speech credible.
9. Describe techniques for making informative speeches memorable.

#### Week 12 - Persuasive Speaking

1. Cite several ethical guidelines for persuasive speakers.
2. Present a brief history of the study of persuasion.
3. Describe how values can be differentiated from beliefs and why speakers should appeal to both values and beliefs in listeners.
4. Describe the three elements of the effective persuasive speech.
5. List and explain four credibility components of the persuasive speaker.
6. Explain the concept of logical completeness and how it relates to message credibility and propositions of fact, value, and policy.
7. Describe and give examples of four kinds of persuasive message strategies.
8. Cite the eight primary needs that underlie the use of evoked recall appeals as a persuasive message strategy.
9. Discuss two research-supported principles with regard to the use of fear appeals as a persuasive message strategy.
10. Explain why the five steps of the motivated sequence comprise an effective organizational strategy for persuasive speeches.

### **10. Course Learning Outcome:**

By the end of this quadmester you should be able to:

- Select an appropriate speech topic
- Conduct research to gather data that is accurate, appropriate, clear, well-documented, and unbiased
- Organize and write the speech with an effective introduction and conclusion, a well-structured body, clear transitions and source citations
- Use correct grammar and well-chosen language
- Deliver the speech with physical and vocal effectiveness
- Complete all of the above steps for an informative speech, a persuasive speech, a

demonstration speech, and a special occasion speech

– Evaluate the work of other speakers recognizing strengths and weaknesses

### **11. Academic Honesty:**

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### **12. Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

### **13. The Learning Environment:**

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- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

## **Reagan National University Library Services:**

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number:	FIN 201
Course Title:	Introductory Finance
Credit Hours:	3
Prerequisite:	No prerequisite.
Term:	SP 2019
Class Time:	TH 9:00-12:45
Class Room:	1
Instructor:	[REDACTED]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[REDACTED]

## **2. Course Description:**

This course provides an introduction to the basic concepts and principles of finance. It examines financial concepts and analytical techniques, capital structure, financial performance, short-term financial planning, time value of money, measurement of risk and return, capital budgeting. Value assets and businesses given forecasts of future cash flows will be covered.

## **3. Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## **4. Text:**

*Introduction to Finance: Markets, Investments, and Financial Management*, 16th Edition, Ronald W. Melicher, Edgar A. Norton, ISBN-13: 978-1119398288.

## **5. Course Requirements:**

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class .....	10%
Homework .....	10%
Midterm .....	30%
Final .....	30%
Term Project .....	20%



The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

## TENTATIVE COURSE OUTLINE

### Assignments Topics

Week 1: chpt. 1 introduction to financial management  
Week 2: chpt. 2 financial statements basics, cash flow  
Week 3: chpt. 3 analysis of financial statements  
Week 4: chpt. 4 time value of money  
Week 5: chpt. 5 discounted cash flow valuation, chpt. 6 interest rates and bond valuation  
Week 6: Midterm Exam  
Week 7: chpt. 7 equity markets and stock valuation  
Week 8: chpt. 8 net present value and investment criteria, chpt. 9 capital investment decision-making  
Week 9: chpt. 10 capital market history, efficient market hypothesis, chpt. 11 risk and return  
Week 10: chpt. 12 cost of capital, chpt. 13 leverage and capital structure  
Week 11: chpt. 14 dividends and dividends policy, chpt. 15 raising capital  
Week 12: Final Exam

## 6. Term Project:

Term project requires students to write a report on “Financing Organizational Technology.” The outsourcing choice leads to the exchange or trade of the information handling resources, and the individuals who conducted the domestic work for the company. Further, it is a frequent choice for starting up the functions and for companies coming into new business wrinkles. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

## 7. Classroom Policies:

You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

## **8. Attendance, Absence, Lateness, Incomplete:**

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Students receiving Veteran’s benefits and International students in the US on F-1 visas are reminded that regular attendance is required. The university is required by law to report excessive absenteeism by students in these two categories.

## **9. Course Outcome:**

When you complete this course, you should be able to understand:

- The basic tradeoff between risk and (expected) return, and how it applies to various types of financial instruments: stocks, bonds, futures, options.
- The time value of money (TVM) and net present value (NPV), and their connection to the discount rate (cost of capital), and the risk premium of a financial asset.
- The two main models of asset pricing: the Capital Asset Pricing Model (CAPM) and Arbitrage Pricing Theory (APT). How do we compute the cost of capital/risk premium? • Market efficiency and arbitrage. Are markets efficient, or are they dominated by irrational investors? Are prices predictable?
- Diversification: how to select a portfolio of securities that maximizes return while minimizing risk. How does diversification work in practice?
- Financial instruments: bonds, stocks, currencies, and derivatives (futures, options, swaps). How are these related to interest rates, risk hedging, speculation, or volatility?
- The money management industry and its key players: pension funds, mutual funds, and hedge funds. Do they have any superior investment skills?.

## **10. Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

## **10. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

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online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number: FIN 267

Course Title: Personal Finance

Credit Hours: 3

Prerequisite: FIN 201

Term: WI 2019

Class Time: F 14:00 – 17:45

Class Room: 1

Instructor: [REDACTED]

Office Hours: M TU 11:00 AM – 1:00 P. M.

Telephone: [REDACTED]

E-Mail: [REDACTED]

## Catalog Description:

This course teaches students to negotiate the retail financial landscape, emphasizing issues that have a large impact on their future financial well-being. It covers topics such as understanding and appreciating the time value of money, the financial planning process, financing the purchase of a house and other consumer loans, saving for retirement and other goals, selecting a financial advisor, taxes, estate planning, behavioral finance and common investment scams.

## Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## Text:

Required Text and Materials: Personal Finance, 13th Edition, by E. Thomas Gorman and Raymond E. Forgue, ISBN 13: 9781337099752, publisher: Southwest-Western Cengage Learning.

Recommended Equipment for Course: Calculator, preferably a business or financial calculator.

Recommended reading for the course: Wall Street Journal and other financial publications; e.g. Money Magazine.

## Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class .....	10%
Homework .....	10%
Midterm .....	30%
Final .....	30%
Term Project .....	20%

### **No makeup exams!!!**

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

## **Term Project:**

Term project requires students to write a report on “Financial literacy.” Financial literacy is the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial well-being. More specifically, it refers to the set of skills and knowledge that allow an individual to make informed and effective decisions through their understanding of finances. Financial literacy involves a number of different areas of understanding. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

### **Course Schedule**

#### **Week 1. Understanding Personal Finance**

##### **The Building Blocks to Achieving Personal Financial Success**

- Spend Less So You Can Save and Invest More
- Financial Success and Happiness
- Using the Building Blocks

##### **The Economy Affects Your Personal Financial Success**

- Where Are We in the Business Cycle?
- What Is the Future Direction of the Economy?
- What Is the Future Direction of Inflation, Prices, and Interest Rates?



## **Think Like an Economist When Making Financial Decisions**

- Opportunity Costs in Decision Making
- Marginal Utility and Costs in Decision Making
- Marginal income Tax Rate in Decision Making

## **The Time Value of Money: Setting Dollar Values on Financial Goals**

- Calculating Future Values
- Calculating Present Values

## **Make Smart Money Decisions at Work**

- Flexible Benefit Plans Offer Tax-Free Money
- Making Decisions About Employer-Sponsored Health Care Plans
- Making Decisions About Employer's Flexible Spending Accounts
- Making Decisions About Participating in Employer Insurance Plans
- Making Decisions About Participating in Your Employer's Retirement Plan

## **Where to Seek Expert Financial Advice**

How Financial Planners Are Compensated

## **Week 2. Career Planning**

### **Key Steps in Successful Career Planning**

- Create Your Career Goal and Plan
- Clarify Your Interests
- Review Your Abilities, Experiences, and Education Identify Your Values
- Consider Costs, Benefits, and Lifestyle Trade-offs Align Yourself with
- Tomorrow's Employment Trends
- Take Advantage of Networking
- Target Preferred Employers
- Be Willing to Change Career Goals and Plans

## **Know Your Preferred Work-Style Personality**

### **Financial and Legal Aspects of Employment**

- Compare Salary and Living Costs in Different Cities
- Place Values on Employee Benefits
- Know Your Legal Employment Rights

### **Effective Employment Search Strategies**

- Assemble a Resume

- Identify Job Opportunities
- Write an Effective Cover Letter
- Obtain Strong Reference Letters
- Apply
- Interview for Success
- Negotiate and Accept the Job

### **Week 3 Financial Statements, Tools, and Budgets**

#### **Financial Values, Goals, and Strategies**

- Values Define Your Financial Success
- Financial Goals Follow from Your Values
- Financial Strategies Guide Your Financial Success

#### **Financial Statements Measure Your Financial Health and Progress**

- The Balance Sheet is a Snapshot of Your Financial Status Right Now
- Strategies to Increase Your Net Worth
- The Cash-Flow Statement Tracks Where Your Money Came From and Went

#### **Financial Ratios Assess Your Financial Strength and Progress**

- Basic Liquidity Ratio: Can I Pay for Emergencies?
- Asset-to-Debt Ratio; Do I Have Enough Assets Compared with Liabilities?
- Debt Service-to-income Ratio: Can I Meet My Total Debt Obligations?
- Debt Payments-to-Disposable income Ratio: Can I Pay My Debts?
- Investment Assets-to-Total Assets Ratio: Do I Need to Invest More?
- Other Ways to Assess Financial Progress

#### **Financial Record Keeping Saves Time and Makes You Money**

#### **Reaching Your Goals Through Budgeting: Your Spending/Savings Action Plan**

- Action Before: Set Financial Goals
- Action Before: Make and Reconcile Budget Estimates
- Action Before: Plan Cash Flows
- Action During Budgeting Period: Control Spending
- Action After Evaluate Budgeting Progress
- Financial Software Tools to Manage Your Money

## **PART 2**

### **Money Management**

#### **Week 4. Managing Income Taxes**

## **Progressive Income Taxes and the Marginal Tax Rate**

- The Progressive Nature of the Federal Income Tax
- The Marginal Tax Rate Is Applied to the Last Dollar Earned
- The Marginal Tax Rate Affects Your Financial Decisions
- Your Effective Marginal Tax Rate Is Probably 43 Percent
- Your Average Tax Rate Is Lower

## **Eight Steps in Calculating Your Income Taxes**

1. Determine Your Total Income
2. Determine and Report Your Gross Income After Subtracting Exclusions
3. Subtract Adjustments to Income
4. Subtract Either the IRS's Standard Deduction for Your Tax status or Your Itemized
5. Deductions
6. Subtract the Value of Your Personal Exemptions
7. Determine Your Preliminary Tax Liability
8. Subtract Tax Credits for Which You Qualify
9. Calculate the Balance Due the IRS or the Amount of Your Refund

## **Avoid Taxes Through Proper Planning**

Practice Legal Tax Avoidance, Not Tax Evasion

A Dollar Saved from Taxes Is Really Two Dollars - or More

Strategy: Reduce Taxable Income via Your Employer

Strategy: Make Tax-Sheltered Investments

Strategy: Postpone Income

Strategy: Shift Income to a Child

Strategy: Bunch Deductions

Strategy: Take All of Your Legal Tax Deductions

Strategy: Buy and Manage a Real Estate Investment

## **Week 5. Managing Checking and Savings Accounts**

### **What Is Monetary Asset Management?**

- The Three Tools of Monetary Asset Management
- Who Provides Monetary Asset Management Services?

### **Tool #1—Interest-Earning Checking Accounts**

- Types of Checking Accounts
- Checking Account Minimum-Balance Requirements

### **Tool #2—Savings Accounts**

- Statement Savings Accounts
- Certificates of Deposit

- How to Save
- Savings Account Interest

### **Tool #3—Money Market Accounts**

- Super NOW Accounts
- Money Market Deposit Accounts
- Money Market Mutual Funds
- Asset Management Accounts

### **Electronic Money Management**

- Electronic Money Management Can Be Easy But Is Not Always Free
- Using Electronic Banking Safely

### **The Psychology of Money Management**

- Managing Money and Making Financial Decisions Are Different
- People Ascribe Strong Emotions to Money
- How to Talk About Financial Matters
- Complications Brought by Remarriage

## **Week 6. Building and Maintaining Good Credit**

### **Reasons For and Against Using Credit**

- Good Uses of Credit
- The Downside of Credit

### **You Should Set Your Own Debt Limit**

- Debt Payments-to-Disposable Income Method
- Ratio of Debt-to-Equity Method
- Continuous-Debt Method
- Dual-Earner Households Should Consider a Lower Debt Limit

### **Obtaining Credit and Building a Good Credit Reputation**

- The Credit Approval Process
- Your Credit Reputation

### **Sources of Consumer Loans**

- Depository Institutions Loan Money to Their Banking Customers
- Sales Finance Companies Loan Money to Buy Consumer Products
- Consumer Finance Companies Make Small Cash Loans
- Stockbrokers Loan Money to Their Clients
- Insurance Companies Loan Money to Their Policyholders
- Choose Your Source of Credit Wisely

### **Dealing with Overindebtedness**

- Ten Signs of Overindebtedness
- Federal Law Regulates Debt Collection Practices
- Steps to Take to Get Out from Under Excessive Debt

- Bankruptcy as a Last Resort

## **Week 7. Credit Cards and Consumer Loans**

### **Types of Consumer Credit**

#### **Credit Card Accounts**

- Types of Credit Card Accounts
- Common (But Not Always Beneficial) Aspects of Credit Card Accounts

#### **Managing Credit Cards Wisely**

- Credit Statements
- Computation of Finance Charges
- How Credit Card Average Daily Balances Are Calculated
- Correcting Errors on Your Credit Card Statement

#### **Understanding Consumer Installment Loans**

- Installment Loans Can Be Unsecured or Secured
- Purchase Loan Installment Contracts

#### **Calculating Interest on Consumer Loans**

- Calculating an Installment Loan Payment
- Finance Charge and APR Calculations for Installment Loans

## **Week 8. Vehicle and Other Major Purchases**

### **Do Your Homework**

- What Do You Really Want?
- Become an Expert
- Can I Afford It?

### **Use Comparison Shopping to Find the Best Buy**

- Compare Prices Using the "Rule of Three"
- Compare Financing Options
- Consider Leasing Instead of Buying
- Compare Warranties
- Extended Warranties Are Overpriced

### **Negotiate Effectively and Decide at Home**

- Successful Negotiators Are Armed with Information
- Negotiating a Car Deal: An Illustration
- Make the Decision
- Finalizing a Car Deal

### **Evaluate Your Decision**

## **Week 9. Obtaining Affordable Housing**

## **Should You Rent or Buy Your Home?**

- Rented Housing
- Owned Housing
- Who Pays More—Renters or Owners?

## **What Does It Cost to Buy a Home?**

- Most Up-Front Costs Are Due at the Closing
- Monthly Costs Include Both Principal and Interest
- Some Fees Are Paid Both Up-Front and Monthly
- The Bottom Line?

## **The Steps of Home Buying**

- Get Your Finances in Order
- Prequalify for a Mortgage
- Search for a Home Online and in Person
- Agree to Terms with the Seller
- Apply for a Mortgage Loan
- Prepare for the Closing
- Sign Your Name on Closing Day

## **Financing a Home**

- The Mathematics of Mortgage Loans
- Factors Affecting the Monthly Payment on a Mortgage
- The Conventional Mortgage Loan
- The Adjustable Rate Mortgage Loan
- Alternative Mortgage Loans

## **Selling a Home**

- Should You List with a Broker or Sell a Home Yourself?
- Selling Carries Its Own Costs
- Be Wary of Seller Financing

## **PART THREE**

### **Income and Asset Protection**

#### **Week 10. Managing Property and Liability Risk**

##### **Risk and Risk Management**

- People Often Misunderstand the Concept of Risk
- The Risk-Management Process

##### **Understanding How Insurance Works**

- Hazards Make Losses More Likely to Occur
- Only Certain Losses Are Insurable
- The Principle of Indemnity Limits Insurance Payouts

- Factors That Reduce the Cost of Insurance
- The Essence of Insurance
- Who Sells Insurance?

### **Homeowner's Insurance**

- Coverages
- Types of Homeowner's Insurance Policies
- Buying Homeowner's Insurance

### **Automobile Insurance**

- Losses Covered
- Buying Automobile Insurance

### **Protection for Other Property and Liability Loss Exposures**

- Comprehensive Personal Liability Insurance
- Flood and Earthquake Insurance
- Professional Liability Insurance
- Umbrella Liability Insurance
- Floater Policies

### **How to Collect on Your Property and Liability Losses**

- Contact Your Insurance Agent
- Document Your Loss
- File Your Claim
- Sign a Release

## **Week 11. Managing Health Expenses**

### **Addressing the Financial Burdens of Illness or Injury**

1. Covering Your Direct Health Care Costs
2. Covering Your Rehabilitative and Custodial Care Costs
3. Covering Your Lost Income

### **Sources of Protection from Direct Health Care Costs**

- Health Maintenance Organizations
- Traditional Health Insurance
- Consumer-Driven Health Care

### **Making Sense of Your Health Plan Benefits**

- What Types of Care Are Covered?
- Who Is Covered?
- When Does Coverage Begin and End?
- How Much Must You Pay Out of Your Own Pocket?

### **Protecting Your Income During Disability**

- Level of Need
- Important Disability Income Insurance Policy Provisions



## **Planning for Long-Term Care**

### **Week. 12 Final Exam**

#### **Classroom Policies:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

#### **Attendance, Absence, Lateness, Incomplete:**

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

#### **Course Outcome:**

Bankruptcies and debt collections have dramatically increased in recent years. In large part, this is due to inadequate financial planning by individuals and businesses. To prepare the student to deal with a constantly changing economy by having the student:

- 1) Learn the importance, and have a basic understanding of, planning techniques;
- 2) Develop and identify analytical skills, by lecture and class discussion to facilitate effective financial decision-making, including informed decisions regarding budgets, investment, insurance, retirement, and estate planning.

Upon course completion, the student should have the ability to have a working knowledge of the materials covered in the course, thereby providing the student with the ability to make – and, if necessary access, sources – for making appropriate financial decisions, both personal and business.

#### **Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

## **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

## **Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

## **The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

## **Reagan National University Library Services:**

RNU’s online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rnu.edu](mailto:library@rnu.edu)) provides access to multiple

services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number: FIN 301

Course Title: Regulation of Capital Markets and Financial Institutions

Credit Hours: 3

Prerequisite: FIN 201

Term: SP 2019

Class Time: F 14:00 – 17:45

Class Room: 1

Instructor: [REDACTED]

Office Hours: M TU 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [REDACTED]

## Catalog Description:

This course introduces the regulation of financial markets and the role that financial institutions. It examines important current issues in the regulation of the U.S. capital markets and potential future actions. It analyzes the financial disclosure requirements of non-financial corporations and the impact of these requirements on corporate policies.

## Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## Text:

*The Entrepreneur's Guide to Business Law*, 4<sup>th</sup> ed. Constance E. Bagley, Craig E. Dauchy, ISBN-13: 978-0538466462

## Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class .....	10%
Homework .....	10%
Midterm .....	30%

Revised 2019.5

Final .....	30%
Term Project .....	20%

### **No makeup exams!!!**

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

## **Term Project:**

Term project requires students to write a report on “The Role of Capital in Financial Institutions.” This paper examines the role of capital in financial institutions – why it is important, how market-generated capital 'requirements' differ from regulatory requirements, and the form that regulatory requirements should take. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

## **Course Schedule**

### **Class #1**

1. Course Outline
2. Larry Harris, Trading and Exchanges: Market Microstructure for Practitioners, Oxford University Press 2016 – Chapter 1 (Introduction)
3. Larry Harris, Trading and Exchanges: Market Microstructure for Practitioners, Oxford University Press 2016 – Chapter 2 (Trading Stories)  
(only read pp. 11-22; do not read past 2.6 at the bottom of p. 22)

### **Class #2**

1. Friedrich Hayek, The Use of Knowledge in Society, American Economic Review, XXXV, No. 4, pp. 519-30 (September 1945)
2. Larry Harris, Trading and Exchanges: Market Microstructure for Practitioners, Oxford University Press 2016 – Chapter 9 (Good Markets)
3. Merritt B. Fox, Artyom Durnew, Randall Morck, Bernard Yeung Law, Share Price Accuracy and Economic Performance: The New Evidence, 102 Mich. L. Rev. 331 (2013) (Excerpt)

**Class #3**

1. Paul G. Mahoney, Information Technology and the Organization of Securities Markets, Brookings-Wharton Papers on Financial Services (2014)
2. Larry Harris, Trading and Exchanges: Market Microstructure for Practitioners, Oxford University Press 2016 – Chapter 8 (Why People Trade)

**Class #4**

1. Larry Harris, Trading and Exchanges: Market Microstructure for Practitioners, Oxford University Press 2016 – Chapter 5 (Market Structures) and Chapter 19 (Liquidity)

**Class #5**

1. Larry Harris, Trading and Exchanges: Market Microstructure for Practitioners, Oxford University Press 2016 – Chapter 14 (Bid/Ask Spreads)

**Class #6**

Midterm Exam

**Class #7**

1. Larry Harris, Trading and Exchanges: Market Microstructure for Practitioners, Oxford University Press 2016 – Chapter 27 (Floor Versus Automated Trading Systems)

**Class #8**

1. Previous class readings continued

**Class #9**

1. John C. Coffee, Jr., Privatization and Corporate Governance: The Lessons from Securities Market Failure, published at Chapter 7 of Merritt B. Fox and Michael A. Heller, Corporate Governance Lessons from Transition Economy Reforms, Princeton University Press, pp. 272-314
2. Stijn Claessens, Simeon Djankov, and Daniela Klingebiel, Stock Markets in Transition Economies, Financial Sector Paper No. 5, The World Bank (September 2000)
3. NASDAQ of the North (Dec. 2, 1999)
4. Vikas Bajaj and Stephen Labaton, Big Risks for U.S. in Trying to Value Bad Bank Assets, New York Times (Feb. 2, 2015)

**Class #10**

1. Previous class readings continued

**Class #11**

1. Previous class readings continued. You may wish to begin reading the large assignment for Class #11 at this time.



**Class #12**  
Final Exam

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**Course Outcome:**

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Upon finishing the course I expect you to be able to:

1. analyze the functions of financial markets and financial instruments;
2. evaluate empirical evidence of market performance and contrast it with theories of market performance;
3. understand a stylized bank's balance sheet and discuss how risks are managed in banks;
4. research and analyze specific problems or issues related to financial markets and institutions;
5. discuss the main functions of the Fed and tools they use to affect the economy;
6. examine how financial futures, options and swap contracts can be used to combat bank losses in a changing market.

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**Moodle Forum:**

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